

## FORT DORCHESTER HIGH

8500 Patriot Boulevard  
North Charleston, South Carolina 29420

**GRADES** 9-12 High School

**ENROLLMENT** 2,138 Students

**PRINCIPAL** Timothy C. Payne 843-760-4450

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort "Bo" Blanton 843-873-8454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

**Excellent****Good****Average****Below Average****Unsatisfactory**

16

7

0

0

0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Excellent	Excellent	No
<b>2004</b>	Good	Average	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	85.5	N/A	N/A	83.2	N/A	N/A
<b>Passed 1 subtest</b>	10.0	N/A	N/A	9.8	N/A	N/A
<b>Passed no subtests</b>	4.5	N/A	N/A	7.8	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	97.0%	96.9%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	15.7	23.0
<b>Seniors who met the SAT/ACT requirement</b>	15.9	23.9
<b>Seniors who met the grade point average</b>	39.2	55.9

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	425	354
<b>Number of Diplomas</b>	336	283
<b>Rate</b>	79.1%	80.9%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	397	97.0	370	15.7	425	79.1	YES
<b>Gender</b>							
Male	192	97.9	170	15.3	203	74.4	N/A
Female	205	96.1	200	16.0	222	83.3	N/A
<b>Racial/Ethnic Group</b>							
White	251	98.8	225	20.0	247	86.6	N/A
African-American	126	93.7	129	6.2	156	69.2	
Asian/Pacific Islander	8	100.0	8	25.0	12	75.0	N/A
Hispanic	10	90.0	7	42.9	7	71.4	N/A
American Indian/Alaskan	0	N/A	0	N/A	3	I/S	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	349	98.3	316	18.0	375	83.2	N/A
Disabilities other than speech	48	87.5	54	1.9	50	48.0	YES
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	397	97.0	370	15.7	1	0.0	N/A
<b>English Proficiency</b>							
Limited English Proficient	3	I/S	3	I/S	5	60.0	N/A
Non-Limited English Proficient	393	96.9	367	15.8	420	79.3	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	57	94.7	59	3.4	64	59.4	N/A
Full-pay meals	340	97.4	311	18.0	361	82.5	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	534	99.4	8.3	24.8	35.2	31.8	74.5	YES	YES
<b>Gender</b>									
Male	253	99.2	15.0	24.2	36.3	24.6	68.3	N/A	N/A
Female	281	99.6	2.2	25.3	34.2	38.3	79.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	338	99.1	5.0	20.5	37.0	37.6	81.7	YES	YES
African-American	174	100.0	13.3	34.3	33.1	19.3	60.8	YES	YES
Asian/Pacific Islander	15	100.0	14.3	7.1	28.6	50.0	85.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	482	99.4	4.1	23.5	37.8	34.6	79.6	N/A	N/A
Disabled	52	100.0	46.9	36.7	10.2	6.1	26.5	YES	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	534	99.4	8.3	24.8	35.2	31.8	74.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	532	99.4	7.9	24.9	35.3	32.0	74.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	97	99.0	10.0	34.4	43.3	12.2	65.6	YES	YES
Full-pay meals	437	99.5	7.9	22.7	33.4	36.0	76.4	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	534	99.3	9.1	26.2	37.0	27.8	74.4	YES	YES
<b>Gender</b>									
Male	253	98.8	12.1	26.8	30.1	31.0	71.1	N/A	N/A
Female	281	99.6	6.3	25.7	43.1	24.9	77.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	338	98.8	4.4	21.2	42.1	32.4	84.1	YES	YES
African-American	174	100.0	17.5	36.1	30.1	16.3	55.4	YES	YES
Asian/Pacific Islander	15	100.0	7.1	14.3	21.4	57.1	92.9	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	482	99.2	4.8	25.7	38.8	30.7	79.5	N/A	N/A
Disabled	52	100.0	49.0	30.6	20.4	N/A	26.5	YES	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	534	99.3	9.1	26.2	37.0	27.8	74.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	532	99.2	8.9	26.1	37.2	27.9	74.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	97	97.9	19.1	36.0	28.1	16.9	55.1	YES	YES
Full-pay meals	437	99.5	6.9	24.1	38.9	30.1	78.5	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 2,138)</b>				
Retention rate	7.7%	Up from 7.3%	7.7%	9.1%
Attendance rate	96.8%	Up from 95.9%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	7.6%	5.8%
With disabilities other than speech	11.9%	Up from 11.5%	11.1%	12.7%
Older than usual for grade	8.5%	Up from 8.3%	8.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.1%	Down from 5.6%	2.3%	1.6%
Enrolled in AP/IB programs	11.8%	Down from 15.2%	17.2%	10.2%
Successful on AP/IB exams	77.2%		63.6%	53.8%
Annual dropout rate	3.6%	Down from 4.4%	3.6%	2.7%
Career/technology students in co-curricular organizations	4.4%	Down from 5.2%	4.3%	3.6%
Enrollment in career/technology center courses	1221	Up from 1086	836	466
Students participating in worked-based experiences	61.1%	Down from 62.2%	20.8%	25.7%
Career/technology students mastering core competencies	75.0%	Up from 70.4%	77.9%	77.7%
Career/technology completers placed	100.0%	No change	100.0%	99.3%
<b>Teachers (n= 113)</b>				
Teachers with advanced degrees	56.6%	Up from 55.5%	57.1%	52.0%
Continuing contract teachers	86.7%	Down from 87.3%	88.0%	82.1%
Highly qualified teachers**	86.5%	N/A	89.7%	89.5%
Teachers with emergency or provisional certificates	7.5%		6.0%	8.6%
Teachers returning from previous year	87.6%	Down from 88.5%	88.2%	86.2%
Teacher attendance rate	96.5%	Up from 94.4%	95.8%	95.3%
Average teacher salary	\$40,926	Up 2.6%	\$41,162	\$41,060
Prof. development days/teacher	7.2 days	Down from 7.6 days	10.1 days	10.6 days
<b>School</b>				
Principal's years at school	4.5	Up from 3.5	4.0	3.0
Student-teacher ratio in core subjects	28.6 to 1	Up from 28.5 to 1	28.3 to 1	26.4 to 1
Prime instructional time	92.5%	Up from 89.1%	90.5%	90.0%
Dollars spent per pupil*	\$5,647	No change	\$5,570	\$6,310
Percent of expenditures for teacher salaries*	58.2%	Down from 59.2%	58.6%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	54.2%	Down from 87.8%	88.3%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Fort Dorchester High School is located in North Charleston, SC and has an enrollment of 2022 students and a professional staff of 130. The 2003/2004 school year brought well deserved recognition to "The Fort." We were awarded the rating of Excellent in both the "Absolute" and the "Improvement" categories on the SC School Report Card. This rating was earned by only 22 of the 219 high schools in SC. In addition, Fort Dorchester High School was chosen to receive the "Palmetto Gold Award" in recognition of exceptional student academic performance. Students from Fort Dorchester High School continue to be recognized on the local, state and national level. The AFJROTC had two students win 1st place in the "Top Gun" competition and, once again, was identified as a "Distinguished Unit," the highest ranking assigned only to the very best. For the fifth year, The Patriot yearbook was selected as a sample copy to be used as an example for other schools across the country. A veteran social studies teacher was named SC History Teacher of the Year, and another member of the social studies department received the Robert I. Goldman award for excellence in Holocaust education. Two students in FBLA won at state and will compete nationally. We had two 1st place winners in the state Latin competition. A member of the graduating class received the Governor's Citizenship Award. The students and staff at FDHS continued to defend their position of the #1 school in the state in the American Red Cross blood drive by bettering their best by recording 178 units donated in one day, and a total of 582 units of blood donated for the school year. Finally, the graduating class of 2004 was offered between \$5.8-6 million in scholarships including the state's LIFE Scholarship.

The "Patriot Academy" continues to address our concerns over the specific needs of incoming freshmen. We are encouraged by the initial data collected related to dropouts, low performance and academic standing, sub-standard test scores, and high numbers of discipline referrals. The "Positive Trends" produced in this program merely begin to address the issues raised by the multitude of unmet needs within the "Sub-Groups" of students at Fort Dorchester High School (as identified in N.C.L.B.). This dramatically increases the challenge of meeting the requirements for Adequate Yearly Progress in the future.

I am very proud to be the principal of Fort Dorchester High School during this time of outstanding academic success. I salute a diverse and talented administrative team working closely with a dedicated faculty to provide this instructional leadership for our students and teachers. The School Improvement Council president, Mrs. Barbara Craig, and I, Timothy C. Payne, principal, will work together to diligently guide and support the continued success of Fort Dorchester High School.

Timothy C. Payne, Principal

Barbara Craig, SIC President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	107	314	39
Percent satisfied with learning environment	92.3%	75.3%	76.3%
Percent satisfied with social and physical environment	95.3%	79.1%	74.4%
Percent satisfied with home-school relations	76.9%	82.3%	48.7%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.